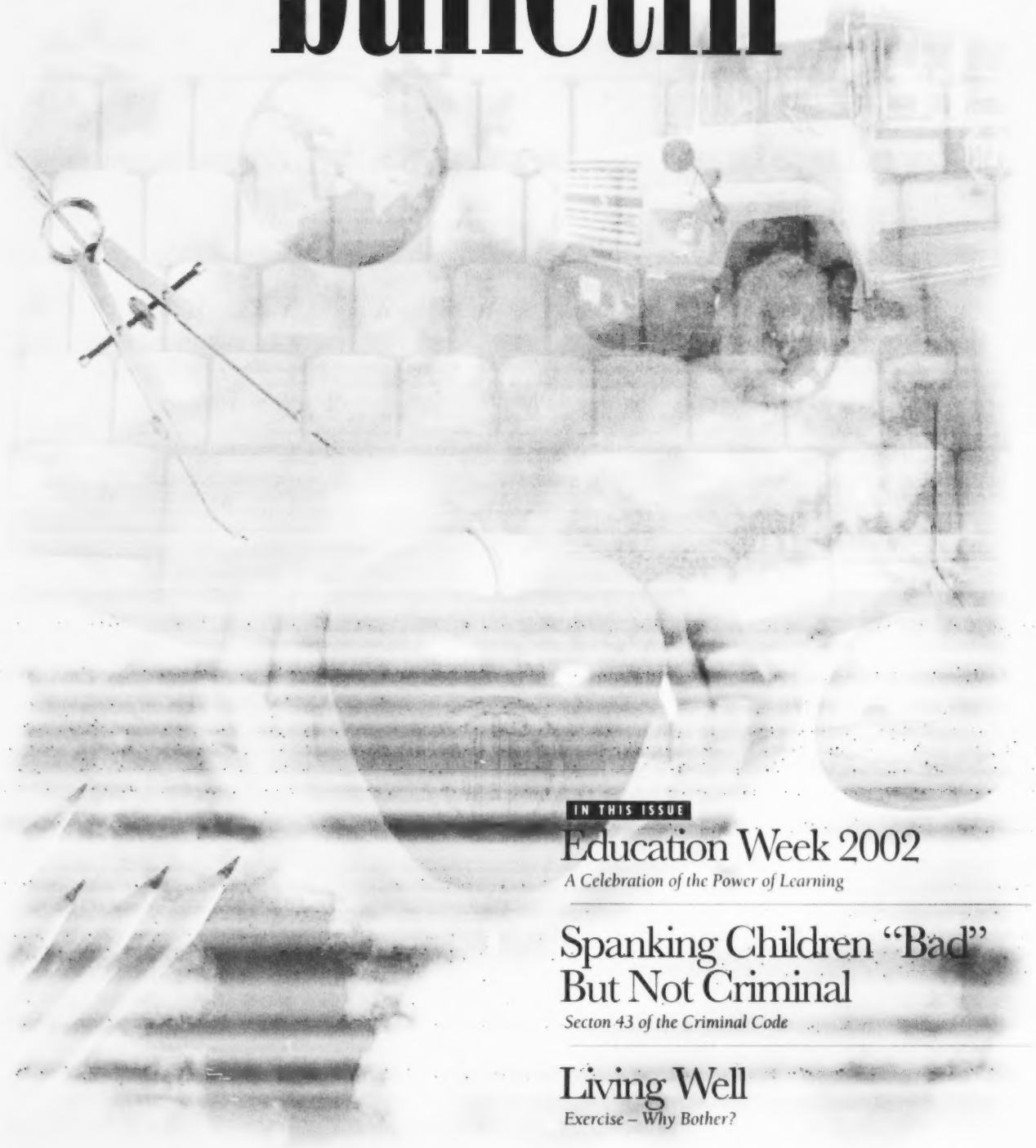
NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

THE

bulletin

Vol. 45/No. 5

March 2002



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Overwhelming Support

by LESLEY-ANN BROWNE

On January 18-20 of this year a province-wide survey of 397 randomly selected respondents was conducted by Vision Research on behalf of the Newfoundland and Labrador Teachers' Association.

The survey asked questions about public support of teachers and issues in education. We asked respondents to rate on a scale of one to five (where 1 is not at all important and 5 is very important), how important they consider teachers to the future of this province. We asked the public to indicate the level of support for teachers with choices ranging from very high to very low. We asked if the problem with finding and recruiting teachers is due to low salaries in comparison to other professions, do they believe that government should raise teachers salaries sufficient enough to attract and retain new teachers.

We asked about teacher shortages, class size, elimination of courses, re-hiring retired teachers, and hiring persons to teach who do not have teacher qualifications. The public was asked about more money being spent on education and where would they like to see it spent. We asked the respondents to agree or disagree with the statements that the quality of education in Newfoundland and Labrador is declining, and a high quality education system is very important to our province.

Over 94% of those polled expressed support for teachers, and 97% considered teachers to be important to the future of this province. A further 98.7% of those surveyed agree that a high quality education system is very important to the future of the province.

The survey makes it clear that the public is concerned about a teacher shortage. Over 86.7% of respondents expressed concern about a teacher shortage and are not prepared to support measures that would reduce the quality of education in order to reduce the need for teachers.

When asked if they would favour or oppose increasing class size to reduce the need for teachers, 84.6% of respondents said they would oppose doing so. They opposed eliminating courses, hiring individuals without teacher qualifications on this same issue. They favoured raising teacher salaries (79.8%), and decreasing class size (72.3%), to keep teachers in this province. Over 87% of respondents want teachers' salaries increased sufficiently to keep them working in the province.

The survey is accurate 19 times out of 20, plus or minus 5%. This means that if we conducted the survey again tomorrow, with a new random sample, we should expect the results to be the same, plus or minus 5%.

There is a high public profile of teachers and a positive current view of teachers and for the work that they do. It is not taken for granted; the numbers speak for themselves. NLTA President Winston Carter stated in a communique to teachers and a recent news release that it is clear through these poll results that "...the public is with us." These results show overwhelming, widespread provincial support for teachers. This is clearer now more than ever before.

THE bulletin

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The Bulletin is published eight times a year during the school year by the Nfld. and Labrador Teachers' Assn., 3 Kenmount Road, St. John's, Newfoundland, Canada, A1B 1W1.
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Subscription Rate: $16 per year.
For subscriptions and address changes contact Printing Services, Ext. 249.

Deadlines for material are:
May Issue: April 1
June Issue: May 1

ISSN-1189-9662

Member of the Canadian Educational Press Association, Canadian Public Relations Society, International Association of Business Communicators, and the Canadian Association of Communicators in Education.

Printed on Recycled Paper

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NLTA

Branch Elections

MAY – JUNE 2002

- Would you like to be more involved in decisions affecting your professional and personal future?
- Do you feel you have skills or abilities which you can offer to your professional Association?
- Would you like to be more informed about, and involved in, the internal operations of your Association?

Then consider becoming a member of your branch leadership team by offering yourself for a position on the branch executive when branch elections are held this spring. **Contact a member of your branch executive or your NLTA School Representative for more details.**

Masters Degree

Announcing Master of Education in Teaching and Learning: Teacher Librarianship

Memorial University, Faculty of Education, in partnership with the NLTA Learning Resources Council and the Newfoundland and Labrador Teachers' Association, is pleased to offer cohorts of teachers throughout the province an opportunity to earn a Master of Education Degree in Teaching and Learning: Teacher-Librarianship. The program will be offered to teachers through web-based courses, on-site courses in local areas, and special for-credit institutes. Courses will emphasize current practices and issues in teacher-librarianship, educational technology, instructional design and school leadership.

A detailed brochure on this program has been mailed to all schools in the province.

To discuss this or any other graduate program, you may wish to contact:
Graduate Programs, Faculty of Education
Memorial University of Newfoundland
St. John's, NF A1B 3X8
Tel: 709-737-3402; Fax: 709-737-4379
E-mail: edugrad@mun.ca
Web-site: www.mun.ca/educ

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For additional information on this program, you may wish to contact:
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St. John's, NF A1B 1W1
Tel: 1-800-563-3599; 726-3223, ext. 245
Fax: 1-877-711-6582; 726-4302
E-mail: rwicks@nlta.nf.ca

PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

MANUELS

Student wins international art competition and a trip to the 2002 Olympic Winter Games

In January, Visa Canada announced that Allura Bartlett from Foxtrap has "what it takes". The 11 year-old student from St. George's Elementary School in Manuels, was a grand prize winner of the Visa Olympics of the Imagination (VOI) Art Challenge, an International Art Competition sending four talented young Canadians to the 2002 Olympic Winter Games in Salt Lake City.

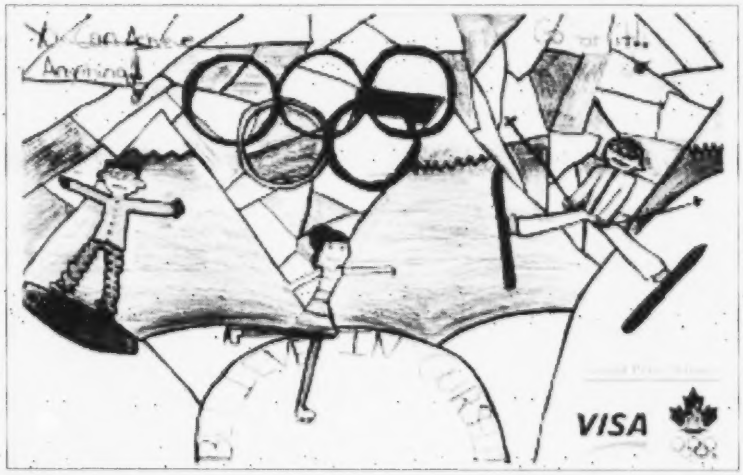
Allura created a masterpiece entitled "Believe in Yourself" and was one of the four winners selected from 10,797 artistic entries received from across the country. On a global basis, children were asked to draw, paint or illustrate the phrase "You've Got What It Takes" to compete as a Winter Olympian and Allura met the challenge by drawing skiers, snowboarders and figure skaters practicing what it takes to compete.

Allura is the second youth from Newfoundland and Labrador to win a trip to the Winter Olympics since the VOI program began in 1994. In the first year of the program, David Gale, a student at St. Stephens High School in Stephenville, won the Art Challenge for his winning artwork inspired by the television series *Star Trek*. David and his father enjoyed a one-week, all-expenses paid trip to the Lillehammer Games that February.

Allura joined three other Canadian grand prize winners, and one of their parents or a legal guardian, at the 2002 Olympic Winter Games from February 14-18.

Information kits on the Art Challenge were mailed directly to teachers at schools across Canada. The Art Challenge ran from September 10 to October 31, 2001. Judging was based on originality, imagination, artistic merit, and how well the art captured the theme "You've Got What It Takes" to compete as a Winter Olympian. Since the challenge began in 1994, more than 24,097 Canadian children have submitted artistic entries.

VOI is an International Art Challenge that asked children aged 9 to 13 to use their imaginations to visually depict a designated theme. Launched at the 1994 Olympic Winter Games in Lillehammer, Norway, the program is designed to teach children about the goals, ideals and history of the Olympics. On a global basis, Visa sent 16 children from three continents to the Winter Games this February. This year, winners were selected from Brazil, Canada, China, Czech Republic, Hungary, Poland, Romania, Russia, and Slovakia.



Allura's winning design for the Visa Olympics of the Imagination Art Challenge.

OUTER COVE

St. Francis of Assisi students get ready to strike up the band

Students at St. Francis of Assisi School in Outer Cove are getting ready to strike up the band, courtesy of an instrument grant from BAND AID and the Canadian Academy of Recording Arts and Sciences (CARAS), producers of the annual Juno Awards Show.

BAND AID, part of the CARAS Music Education Program, provides a $10,000 grant in the form of musical instruments to schools whose music programs have potential but are in need of funding to ensure their successful growth. With the assistance of the Coalition for

Music Education in Canada (www.coalitionformusiced.ca), applications are solicited from schools that have a dedicated music director, a supportive principal and school board, and a program in place that would advance to a more universal and musically superior program with the help of a BAND AID grant.

The winning schools are able to customize for their individual needs using a shopping list of band musical instruments. Once the school has chosen their instruments they are delivered to the music program by CARAS, and a special presentation is made at the school by a well-known Canadian musician or band. In past years presentations have been made by Susan Aglukark, Jane Bunnett, Moist, members of The Tragically Hip, Great Big Sea, The Moffatts, members of 54-40 and others.

One of the CARAS Music Education Program's aims is to help address the erosion of music programs in schools. "It is very concerning that music programs are being cut or underfunded, just as a growing body of scientific research indicates that participation in music programs at a young age has such wide-ranging benefits. The studies are showing that it enhances spatial reasoning and the ability to do maths and sciences. Making music does make you smarter," commented CARAS Chairman Ross Reynolds. The program was created in 1997 and continues with a recent joint pledge of $50,000 annually by BMG Music Canada Inc., EMI Music Canada, Sony Music Canada Inc., Universal Music Group and Warner Music Canada Ltd.

LABRADOR

A unique welcome for new teachers to the Labrador Straits

New teachers were welcomed to the Northern Light Branch of the NLTA this Fall in a very unique fashion. "In the Labrador Straits new teachers soon realized upon arrival they had to cope with much more than just new students, but also some little critters, (otherwise known as black flies)," said Terry Casey, Communications Officer of the Northern Light Branch. "We are sure they were even welcomed by our little critters even before they exited the ferry."

As Newfoundlanders are "Screeched In", new teachers to the Labrador Straits are "Buzzed In". "This process consisted of a series of steps each reflecting a little of our local lore," explained Mr. Casey. "Verses were read, each demanding our new teachers to carry through on a cultural act. Just for the fun of it, they had to wear bug caps, drink Labrador tea, kiss a porcupine crab, eat Labrador-caught seal, peel and eat a shrimp, dip their foot in the Labrador Straits, put on a snowshoe and sing a verse of the Ode To Labrador".

Newly "Buzzed In" teachers to the Northern Light Branch (l-r): Dana Cox, Colleen O'Brien, Amanda Snow, and Jason Edison.

The welcome consisted of a fire in an isolated cove, a few burgers and some spirits. The four teachers buzzed in were: Dana Cox from Glovertown; Colleen O'Brien, originally from Lanse au Loup, but has been teaching in Quebec for the last five years; Amanda Snow from Rocky Harbour; and Jason Edison from Gander. "Our Branch would also like to extend a warm welcome to the two new principals who were not in attendance: Mr. Boyd Pack, Principal of Our Lady of Labrador and Mrs. Ida Marrie, Principal of Basque Memorial," said Mr. Casey.

"Whoever said there's safety in numbers didn't get the numbers I do."

DEER LAKE

Students experience the joy of learning through Greek Mythology

Debbie Olson's Grade 7-2 Language Arts Class from Xavier Junior High in Deer Lake recently spent a six week block researching Greek Mythology, based on a Greek Mythology kit called "An Engine-Uity Learning Center About Classical Tales of Gods and Heroes". The kit includes 72 tasks, keyed to Bloom's Taxonomy. Students also invented their own tasks after some immersion into Greek Mythology. Resources used for research were from the school library, from various other community libraries, audio and video resources and the internet.

Projects included rewriting myths, performing dances, plays, making a Greek vase, making a new home for the Gods, producing travel brochures, and many others. The biggest thing the students learned, according to Ms. Olson, was that "research meant searching, through reading, viewing and/or listening."

"In the past 1½ months our class learned about Greek Mythology," said student Beth Williams. "When we started off we thought it was pretty boring until one day Kayla brought in a house for the gods. Everyone loved it, so everybody got started. I did five of my projects with my friends and had a lot of fun. I would like to thank Mrs. Olson for a great experience."

Parents and guardians were invited to the school library to view the student's work on Valentine's Day. Refreshments of nectar and ambrosia of the Gods (a.k.a., kool-aid, tea, coffee and cookies) were served. "It was really good that we got to show our parents what we learned and I think they learned a little about Greek Mythology too," said student Sarah Murphy. "It was really fun and I hope to do something like that again.".

Debbie Olson (centre back) joins some of the students from her Grade 7-2 Language Arts Class.

Some students prepared a Greek Mythology test for the parents. There were two winners, Mrs. Halfyard and Mrs. Simms. Cupid (Eros) was also at work the night before dropping arrows of a variety of colors on students' desks. During recess and dinner students partnered up to find out who Cupid matched. "All in all, the day was a wonderful celebration of learning," concluded Ms. Olson.

COTTRELL'S COVE

A teacher's concern about the quality of education

When NLTA President, Winston Carter, visited Cottrell's Cove Academy this past winter, Albert Garland, a teacher at the school, expressed his concern about the heavy load of subject and grade combinations in a small multigrade school. "I wished at that time to have a picture published showing me with the teacher guides for the courses I would be doing this academic year," said Mr. Garland. "So you see me in this picture with the teacher guides I must use this year to do justice to the courses I teach. I am not the exception on staff as others have as much and some have more to deal with," he explained.

Cottrell's Cove Academy teacher Albert Garland displays his heavy course load for this school year.

"Teaching in this situation becomes very complex with a multitude of grade combinations, abilities and subjects," continued Mr. Garland. "You often have to teach Science 1206, Science 1200 and Science Grade 8 and 9 all together at the same time."

Mr. Garland said he was inspired by his Grade 3 teacher, Mrs. Edna Earl, and has known since that time

that teaching is what he wanted to do in life. "I am serious about my teaching and take much enjoyment in seeing young people grow and develop," said Mr. Garland. "Having said this, I sometimes worry about the quality of education that can be offered in such difficult and demanding situations."

Mr. Garland believes there is a limit to what he or anyone else can be expected to accomplish and at this point in his career he believes we passed that point some time ago. "I realize I am not alone both in the situation and feelings I have as a professional teacher," he said, "but I would like others to reveal how they feel about their situations."

NEWFOUNDLAND & LABRADOR

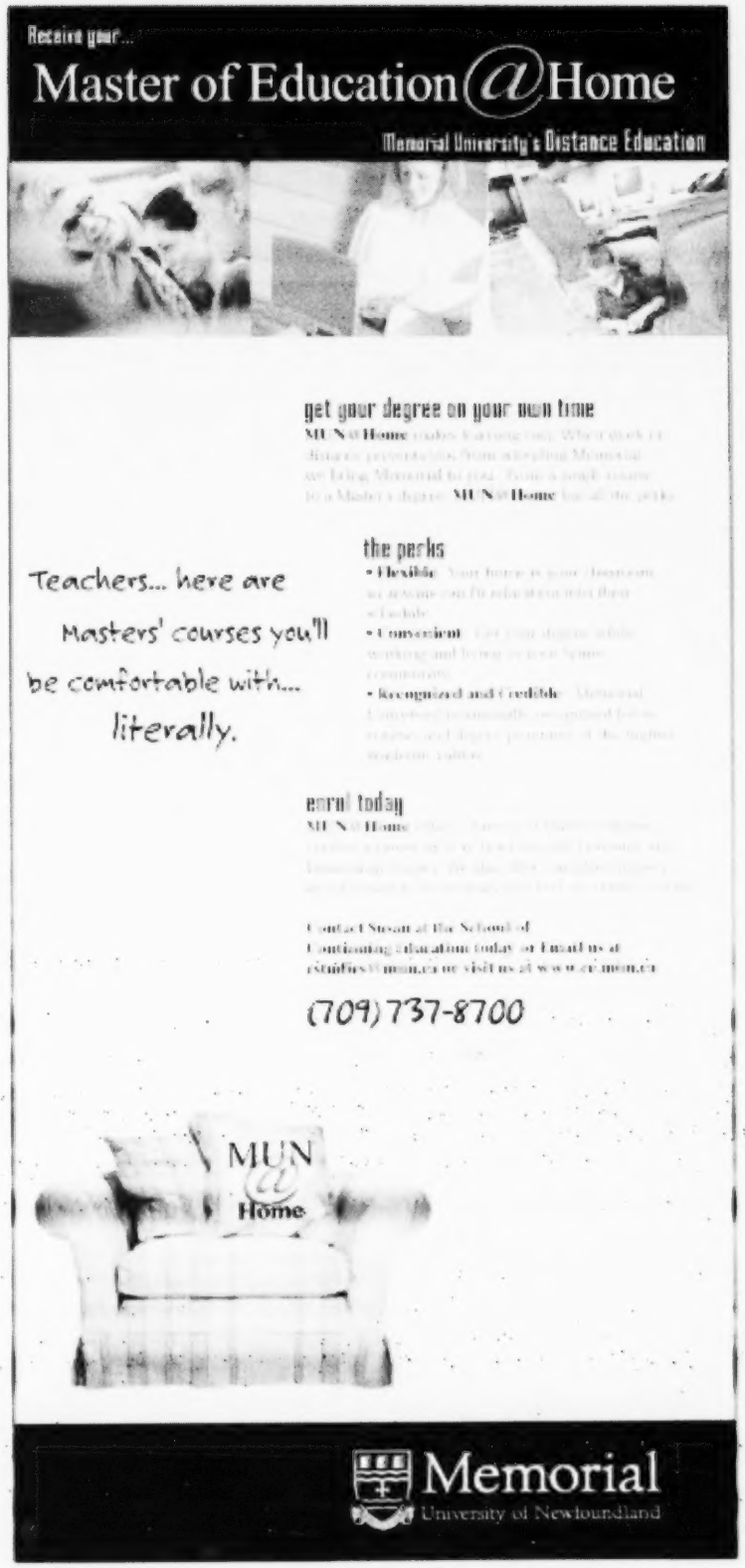
Johnson Scholarships and Academic Grants

The Johnson Scholarship and Academic Grant Fund was introduced in 1998. Since that time, 100 Scholarships and Grants continue to be awarded annually, each valued at $ 1,000.

Eligible to receive Scholarships are the dependents of Johnson Group Members who are in their graduating year of senior high school. The Academic Grants are to assist those returning to full-time post-secondary studies following an absence of two or more years, as well as those beginning full-time studies as mature students (after being out of a school or college system for at least two years). These Grants are available to Johnson Group Client Members/Employees, and their dependents.

To date, a total of more than 49 Scholarships have been awarded to the dependents of NLTA Members and 10 Academic Grants have been awarded to NLTA Members and dependents.

The closing date for the receipt of the 2002 applications is September 15, 2002. Application forms are available online at www.johnson.ca or by calling 709-737-1088 or 1-877-328-7878 (toll free); by fax 709-737-1580; or by e-mail: scholarshipsandgrants@johnson.ca. If you prefer, mail your request to 95 Elizabeth Avenue, P.O. Box 12049, St. John's, NF, A1B 1R7.



Nominations sought for Michael Smith Awards

The Michael Smith Awards commemorate the spirit of generosity demonstrated by the late Dr. Smith, a great Canadian scientist. The award honours people who make an outstanding contribution in promoting a better understanding of science, beyond the boundaries of the traditional education system.

The award honours individuals and organizations who make an outstanding contribution to the promotion of science in Canada, through activities encouraging popular interest or developing science abilities.

Individual winners will receive a personal award of $5,000. Winning organizations will be awarded $10,000 to further science promotion activities.

Any individual, organization or company in Canada may be nominated for the award. Nominees should be people who have made a successful and sustained effort to encourage public interest and understanding of science and engineering, working beyond the formal education system.

The deadline for nominations is April 5, 2002. All entries must be received at NSERC on or before that date. Send your nominations to: Michael Smith Awards Committee, Communications Division, NSERC, 350 Albert Street, Ottawa, ON, K1A 1H5, Tel: 613-947-2524, e-mail: michaelsmithawards@nserc.ca. Information on the nomination procedures can be found on NSERC's web site at www.nserc.ca/msmith/en.

Submissions sought for essay and art contest

The Canadian International Development Agency (CIDA), in partnership with the NGO Learning for a Sustainable Future (LSF), is sponsoring an essay and art contest for Canadian youth to raise their awareness of sustainable development around the world. The contest runs from February 22 to June 7, 2002. Young people between the ages of 14 and 18 participate in the contest by visiting the Butterfly 208 Web site (www.bp208.ca) where they learn about development issues and submit their essay or art project. Submissions will be evaluated by a jury of former teachers and CIDA officials. The grand prize winner will receive a trip for four to visit CIDA projects in a developing country. The second place prize is a personal computer and the third place prize is a high speed Internet connection for one year.

Schools and students across Canada are encouraged to participate in the Butterfly 208 contest. This contest provides an excellent opportunity to open your school to the world. Teachers can integrate the contest into their curriculum as an assignment or encourage interested students to visit the web site and enter the contest on their own.

Essays or artwork that are submitted early will be eligible for posting in the gallery on the contest web site. In addition, to encourage early registrations, the first 200 participants who register will receive official Butterfly 208 t-shirts and stickers.

Fur further information on this contest, e-mail: info@bp208.ca or telephone 1-800-230-6349, ext 208.

Play Safe with Plastics and Win contest launched

The Environment and Plastics Industry Council (EPIC) in association with Safe Kids Canada has recently launched a new poster contest to help children understand the importance of always wearing protective headgear when involved in sporting or recreational activities that pose a risk of head injuries.

To assist teachers in encouraging their students to participate, EPIC has designed a special web site to house the contest rules, regulations, entry form and background information. The contest closes April 30, 2002 and winners will be announced during Safe Kids Week from June 3-9, 2002. One winner in every province and territory will be awarded a prize package worth $400 that includes a new bicycle and protective helmet.

For complete information on the contest visit the EPIC Teacher's Resource web site at www.plastics.ca/teachers or contact Karen Wolfe, Director of Communications, EPIC, Tel: 905-678-7405; Fax: 905-678-0774; E-mail: kwolfe@cpia.ca.

EPIC is an industry initiative dedicated to the responsible use and recovery of plastics resources. It is a council of the Canadian Plastics Industry Association. Safe Kids Canada is the national injury prevention program of Toronto's Hospital for Sick Children. The mission of Safe Kids Canada is to prevent injuries by educating the public about injury prevention and by working to create safer environments.

The School Solutions Contest

The School Solutions Contest is an action-oriented, solutions-based contest for students from Grades 4-12. The contest is hosted at www.climatechangesolutions.com,

the Pembina Institute's megasite of interactive tools, success stories and resources about climate change. The theme of the contest is *Solutions to Climate Change*. Students can enter online in one of three categories: video, poster or photo essay.

The goals of the School Solutions Contest are to engage students in learning about climate change and renewable energy, promote hands-on environmental education, and offer students a chance to win great prizes.

Deadline for entries is May 7, 2002. For all the contest details visit www.climatechangesolutions.com/english/schools/ contest.

INTERNATIONAL

Heart of America Quilt project a growing memorial to the victims of September 11

The Heart of America Quilt, founded by the Morissette family of Winslow, Maine, began as a state-wide memorial for the victims of September 11, 2001 and the war on terror. Since that time their project has grown nationally, and now internationally. The Morrissette family is inviting you to take part in this memorial and to share in the unity it is creating. The quilt is estimated to cover one acre of land when completed by September 11, 2002.

If you wish to participate in the Heart of America Quilt memorial, all you need is a square of white cotton fabric, 45" x 45", along with fabric markers of red, blue and black. Then put a picture, saying, flag, or whatever is chosen by your group on the center of your square and allow everyone the chance to sign it.

The Morissettes say they started the quilt as a means for children to express their sadness and communicate their feelings to the families of the victims and the survivors of the Attack on America. To date they have received panels from companies, communities, organizations, and schools from all over the United States and beyond.

The deadline for receiving panels is July 1, 2002. Panels can be sent to Susan Morissette, 7 First Street, Winslow, Maine, 04901, Tel: 207-873-3573. For further information check out the Heart of America Quilt web site at www.heartofamericaquilt.com or e-mail Susan Morissette at admin@heartofamericaquilt.com.

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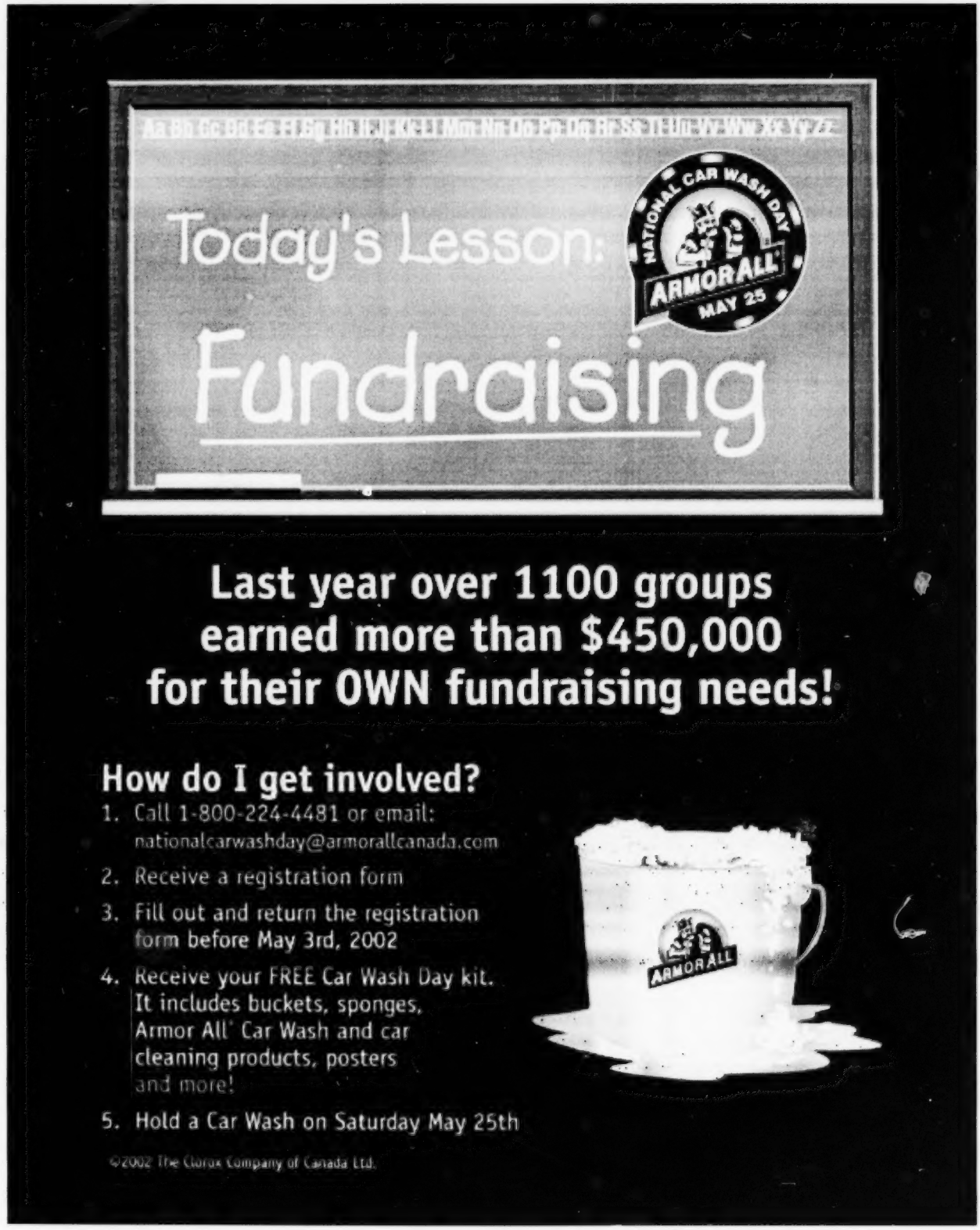
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2. Receive a registration form
3. Fill out and return the registration form before May 3rd, 2002
4. Receive your FREE Car Wash Day kit. It includes buckets, sponges, Armor All® Car Wash and car cleaning products, posters and more!
5. Hold a Car Wash on Saturday May 25th
ARMOR ALL
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Education Week Opening Ceremonies

A Celebration of the Power of Learning

Mount Pearl Intermediate Principal, Ford Rice, brings greetings on behalf of the students and staff of Mount Pearl Intermediate.

The Education Week 2002 Opening Ceremonies, which took place on Monday, March 4 at Mount Pearl Intermediate School, were a superb example of this year's sub-theme, "The Power of Fine Arts", as all in attendance were treated to an outstanding display of musical and dramatical talent. The ceremonies featured performances by the Mount Pearl Intermediate School Band, Mount Pearl Show Choir, Mount Pearl Intermediate Grade 5 Drama Group, Mount Pearl Intermediate Elementary Choir, and the Mount Pearl Intermediate Grade 6 Recorder Group. The St. Francis of Assisi School Elementary Choir from Outer Cove joined this gifted group of singers and musicians to perform the 2002 Education Week Song, "Give Me the Power, Let Me Be Me".

NLTA President, Winston Carter, talks about the important role teachers play in educating our students.

Education Minister Judy Foote and NLTA President Winston Carter addressed the audience. "It is the teachers of this province, along with the many other partners in education, who are responsible for the tremendous successes of our students," said Mr. Carter. "Our theme this year, *Learning is Power*, allows us to join with others to reflect on the importance of education, how vital teachers are to education, and that we must not be willing to compromise on the quality of education," he continued.

Well-known Newfoundland and Labrador author, Bernice Morgan, the first Honourary Chairperson for Education Week, also addressed the audience. Ms. Morgan directed her remarks to the many students in attendance as well as those joining the live webcast of the ceremonies to stress the importance of receiving a good quality education.

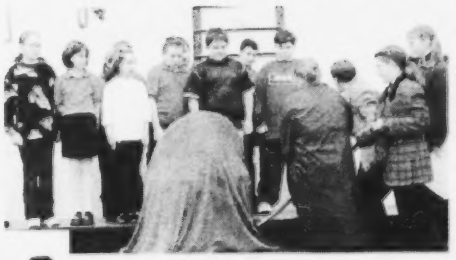
The Masters of Ceremony, Tim Loomis and Kayla Ridgeley, both Grade 9 students in the French immersion program at Mount Pearl Intermediate, guided the audience through the program in both official languages. Following their reading of the Education Week 2002 Proclamation, Ms. Foote, Ms. Morgan and Mr. Carter signed the proclamation to officially declare March 3 to 9, 2002 as Education Week in the province of Newfoundland and Labrador.

For the many invited guests, students, teachers and parents, as well as those who joined the live webcast from schools across Newfoundland and Labrador, the 2002 Education Week Opening Ceremonies were truly a celebration of the power of learning.

Education Week 2002 Honourary Chairperson, Bernice Morgan, stresses to students the importance of acquiring a solid education.

l-r: NLTA President Winston Carter, Education Week Honourary Chairperson, Bernice Morgan, and Education Minister Judy Foote sign the 2002 Education Week Proclamation.

Education Week 2002 - Opening Ceremonies



March 3-9

CONTACT 2002

Teaching: A Class Act

Keynote: "Teaching: A Class Act"
Brian Shortall
Director of Education
Avalon East School District

Conference Sessions:

- Re-defining Literacy
- Modifying and Adapting Curriculum for Diverse Learners
- Teachers in a Learning Community
- Authentic Assessment
- Brain-Based Learning
- Homework Issues

CONTACT is sponsored by the teacher organizations of the Atlantic Region.

Prince Edward Island Teachers' Federation

NBTA

NTA

GUIDELINES FOR CONTACT 2002

1. Initial submission of names of delegates to CONTACT shall be the responsibility of the **NLTA Branch**. In addition to applications submitted by teachers to the Branch, nominations may be made at a Branch meeting.

2. a) Applications/nominations from Branches shall be completed **on or before May 15th** and submitted to the NLTA for final approval as per guidelines in number 5.
   b) Final approval of nominees for CONTACT shall occur at the Professional Issues in Teaching Committee's May 25th meeting.

3. Where Branches do not submit nominations on time, the Branch may forfeit any right to have a representative at CONTACT. Decisions of the Professional Issues in Teaching Committee shall be final.

4. A Branch is permitted to send up to three (3) nominees which shall be priorized according to preference of delegate(s) to attend. Branches are asked to consider the following when priorizing their nominees:
   a) Branch nominees who have not already attended a CONTACT Conference.
   b) Nominees that have been priorized in previous years but have not attended.
   c) Nominees for which the Conference will have the most relevance.

5. The Professional Issues in Teaching Committee shall act as the Selection Committee for representatives to CONTACT and shall be governed by the following guidelines:
   a) Teachers as priorized by the Branches shall be the teachers selected for CONTACT.
   b) Branches which have not had a member attend a CONTACT Conference shall be given first priority.
   c) Priority for Branches which already have had representation at CONTACT shall be based on the time lapse since previous attendance.

6. Teachers shall be notified of acceptance as soon as possible following the selection of representatives by the Professional Issues in Teaching Committee but not later than June 9, 2002.

7. a) Representatives, where possible, shall be informed of the expenses of CONTACT, how much NLTA will provide and how much will be the individual teacher's responsibility.
   b) Transportation costs shall be based on the cheapest mode of transportation possible.
   c) Selected delegates to CONTACT must submit a non-refundable $25.00 deposit towards their registration. This will be submitted to the NLTA CONTACT Registrar within two weeks of notification of selection.

CONTACT 2002

AUGUST 11-14, 2002
SIR WILFRED GRENFELL COLLEGE
CORNER BROOK, NF

APPLICATION FORM

TEACHERS MUST FORWARD APPLICATIONS TO THEIR BRANCH FOR SUBMISSION TO CONTACT SELECTION COMMITTEE. APPLICATIONS THAT ARE NOT SUBMITTED THROUGH THEIR BRANCH WILL NOT BE CONSIDERED.

Branch Submitting Nominee _____
(If you are submitting more than one nominee, you must priorize before submitting.)

Name of Teacher Nominee _____

School Address _____

_____ Postal Code _____

School Telephone _____

Home Address _____

_____ Postal Code _____

Home Telephone _____

Have you attended CONTACT before? ❑ No ❑ Yes Year _____

Description of Teacher Nominee:
(qualifications, experience, interests and NLTA involvement) _____

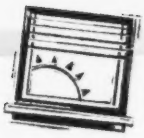
_____

_____

Date _____ Signature of Branch President _____

BRANCHES MUST FORWARD NOMINEES TO NLTA OFFICE NO LATER THAN **MAY 15, 2002.**

Return this form by fax or mail to:
Beverley Park, Administrative Officer, Professional Development
Newfoundland and Labrador Teachers' Association
3 Kenmount Road, St. John's, NF A1B 1W1
Fax: 726-4302 or 1-877-711-6582 (toll-free)



Exercise – Why Bother?

by CLAUDETTE E. S. COOMBS

Lifestyle changes and modern advances have created an environment where it doesn't seem odd to drive to the gym so we can run around in circles or walk on a rubber conveyor belt. Computer games entice children to run races and fight battles, while physically exercising only their fingers. These accepted routines are taking a health toll. Heart disease in children and the rise in diabetes and circulatory diseases in adults are undeniable indicators of unsatisfactory lifestyle choices.

One aspect of Health Promotion provides individuals with the knowledge and skills to enhance well-being. We already know that exercise offers many benefits aside from enriching fitness and self-image. Unfortunately, we don't always act on our knowledge. Specific risks linked to poor physical fitness include illnesses such as high blood pressure, heart disease, stroke and diabetes. Eating nutritiously and maintaining a healthy weight are two components essential to well-being. Independent of these, physical activity provides its own health benefits.

Benefits

Benefits of a physically active lifestyle include:

• *physical "body fitness"*: body toning, circulation, strength, endurance, energy level, flexibility and mobility are substantially improved with increased activity. It also boosts the body's immune system and prevents diseases or minimizes their impact. Heart disease and Type 2 Diabetes, serious health problems in Newfoundland and Labrador, can be prevented or their onset delayed or the magnitude of their health effects diminished by regular exercise. This is a remarkable preventive strategy when you consider that diabetes can be developing for seven to ten years before it is detected and by then there is already damage to the small blood vessels of the eyes and kidneys.

• *pain control "distraction"*: pain can be modified by regular activity, due to improved joint flexibility, muscle tone and circulation and a direct impact on the brain's processing of pain information.

• *mental "focus and direction"*: a physically active routine creates a healthier body and prepares us to handle stress or offer relief. It provides the opportunity to take a mental "time out" and think only about the body's movement, or to focus on one issue at a time. Either way, the body experiences less stress, the muscles are forced into rhythmic motion and the overall feeling can be one of calmness. Emotional balance is also promoted through the release of negative energy.

• *social "connection"*: many activities are designed for group involvement, others can easily accommodate pairs. This creates the opportunity for social support, extra motivation and a sense of belonging.

Whether it is formal "exercise" or a deliberate effort to increase ordinary daily movement, any behaviour which gets the body moving, increases circulation, improves muscle tone or assists in achieving optimal flexibility qualifies in contributing to enhanced health.

Motivation

Initially we may be interested in boosting our activity because we become aware of the potential health or image benefits, we learn of family genes which put us at risk of developing preventable illnesses, or we receive an unfavourable medical report. In any case, we believe that by being more active we will reap benefits. Choosing to take action depends on several things: our belief about the level and magnitude of our risk; the amount of effort required; and the pleasure involved. In other words,... how likely are we to develop heart disease, diabetes or high blood pressure? (Lots of relatives lived to be old and healthy.) How serious is elevated blood sugar or cholesterol anyway? (Mine is not as high as Mary's and she is healthy.) How inconvenient is it to start an activity regimen? (It takes too much time, money and planning.) Do we enjoy physical activity? (I'd rather have my teeth pulled without anesthetic.) To initiate or maintain an activity program we can adjust attitudes, incorporate realistic expectations and overcome reasonable obstacles.

Overcoming Obstacles

Interest: To generate initial interest, weigh the benefits. Explore family history and check your vitals against your age and how long you plan on living healthy. Then you decide. It may be difficult to maintain a new lifestyle. Tips to keep you going are: involve a friend –

it's not easy to quit on a friend; include variety; set small goals and celebrate achieving each of them. To prevent relapse, scrutinize your reasons for not wanting to continue. When obstacles are defined and anticipated you can plan ways to overcome them.

Time: If you can't fit everything into your schedule, you may want to consolidate interests, demands and responsibilities. Some activities have the advantage of accomplishing multiple tasks. If you have ever tried ironing or using a treadmill while watching the news (or your favourite TV program) then you understand the concept well. Family responsibilities or a desire to spend time with friends may be priorities which can be satisfied by arranging an outdoor hike. Create combinations within your time and activity restrictions to meet personal, social, family and recreational needs.

Cost: When cost is a limiting factor, select activities which are free or low cost, or balance the benefits so the cost is justifiable.

Matching Purpose and Activity

Focusing on **Physical Fitness** means: trying to achieve optimal fitness and preparedness; attempting to overcome health conditions such as high blood pressure or insulin tolerance; or trying to lessen the impact and limitations of chronic illnesses. By starting out conservatively, you can build personal capacity. One mistake often made is to start off with such vigor and determination that it leaves you feeling stiff and aching all over. That isn't usually a suitable motivating factor to continue. Attaining good muscle tone requires regular activity but it need not be extreme. Weight control is best achieved in combination with appropriate nutrition and reduced stress. Illness prevention or control responds to specific routines designed to increase heart rate, metabolic rate, circulation or flexibility.

Unless you have significant lower limb problems (feet, ankles, knees, hips), walking is a great way to start. It allows personal pacing, offers a great chance to socialize or enjoy solitude, may have no cost, and can be easily altered to increase or decrease exertion. These factors put you in control of the process.

If you do have joint problems, swimming is easily modifiable and presents a gentle, non-weight bearing alternative without putting added pressure on painful joints or limbs. This is particularly beneficial for people with arthritis. Exercise intensity can be increased by introducing a few variations in movement or by using water toys. However, accessing a pool in the winter may be difficult and costly.

For those ardent exercisers looking for ways to push their strength, endurance and flexibility to the limit there are plenty of organized programs or self-initiated ventures. Fitness classes offer routine and predictability. Hiking, skiing and kayaking are more demanding and throw in the bonus of adventure. These selections are usually associated with a significant cost and often only embraced by earnest exercise enthusiasts.

Focusing on **Mental Fitness** uses physical activity to meet mental health needs by choosing activities which enable us to feel better mentally, emotionally and socially. This positions activity as one of many possible methods of accomplishing the desired goals. Engaging in hobbies, crafts, volunteer work, socializing or other non-active behaviours also serve these needs.

Leisure activities soothe or clear mental congestion. Focusing on an enjoyable activity is sometimes all that is needed to provide a distraction from mental or emotional distress. Gardening, taking a nature walk, or even doing housework attempt to calm the mind, not exert the body but they add health benefits by increasing overall activity level and reducing stress.

"... any behaviour which gets the body moving, increases circulation, improves muscle tone or assists in achieving optimal flexibility qualifies in contributing to enhanced health."

Emotional balance is expressed in our ability to handle anticipated and unexpected life events which have positive or negative implications for us. We can use physical activity to provide release for the sporadic and intense emotions of anger and grief or to ease the swing between emotional highs and lows. The level of activity will match the intensity of the emotion. High energy exercise is necessary to minimize the physical impact of anger. Comforting exercise routines will assist in balancing out the body's response to natural emotional reactions.

Social interactions are our primary means of learning where we fit in the world, verifying our values and judgements, and establishing a sense of belonging and connection. Joining an exercise class, walking with a friend, or going on a wilderness weekend course are examples of integrating social and physical health goals.

Don't put your life on hold until some magic point is reached. Look around... there are no guarantees. Act now. Appreciate now. Live now!

Claudette Coombs is an EAP Coordinator with the Employee Assistance Program for teachers. For confidential assistance contact Claudette Coombs (ext. 242) or Marie Wall (ext. 265).

You Want Me To Teach What!

by LINDA MILLAR

"In today's technology-rich world... media literacy is becoming one of the most important subjects we need to teach our children."

Just when you thought you were getting a handle on all the new initiatives your provincial government has decided you should teach, they come up with something new!

Actually, media literacy is not really 'new.' It has been addressed at the high school level since the 1980s and it has been on the list of mandated curriculum in every province for several years.

Here's what's new! In today's technology-rich world where technology is increasingly becoming a staple in the elementary and secondary classroom, media literacy is becoming one of the most important subjects we need to teach our children.

Today, we need to think of it as 'the fifth element of Language'. In addition to learning how to listen, speak, read and write, children must learn media literacy skills so that they can have the ability to understand our multi-media world and market themselves in tomorrow's workplace.

Just what is Media Literacy?

Media Literacy is about giving children the thinking skills to be better able to understand, cope with and interpret the media world they live in. It is about providing children with the tools to 'watch carefully, think critically and navigate safely'. It is about teaching children to 'read' the media, with the same informed and critical eye as the way that they 'read' a book.

How do I teach it?

In fact, young people today often know more about the media than teachers and parents do. They can program a VCR, hook up a satellite or digital receiver, surf with lightning speed through the Internet and manipulate the most sophisticated interactive video game devices in the market. Masters of the 'multi-task' environment, children often watch TV, surf the net, listen to their tunes and talk on the telephone simultaneously, which is more than most of us would even strive for.

The question remains, however, do they really know what goes on behind the scenes to produce the media messages they consume and interact with everyday? Have they learned the skills to be responsible viewers? Can they make appropriate, wise selections for their media, based on information and knowledge? The answer is, "highly unlikely."

What exactly do children need to know?

According to some samples of the various media literacy curricula across Canada, children need to be able to:

- identify the main characteristics of familiar media and media texts;
- identify sections or elements in print or other media texts, such as shots in films or sections in magazines;
- use structures encountered in texts to organize and present ideas in own oral, print and other media texts;
- describe the purposes and key features of what they read, hear, and view;
- analyse make-believe and reality in print and non-print materials, including cartoons, children's commercials, animated films, talking books, and dramatizations;
- compare the portrayal of males and females in mass media with their own experiences;
- identify several types of media works and some of the techniques used in them;
- analyse media works;
- create a variety of media works;
- use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to Grade 5;
- identify the main characteristics of some familiar media (e.g., television, film, magazines);
- recognize that media works are composed of a series of separate elements (e.g., shots in movies; sections of a newspaper);
- list and describe many of the ways in which the media provide information (e.g., through news reports, the Internet, documentary films, CD-ROMs);
- create a variety of media works (e.g., a simple multi-media presentation).

Where can I find resources to teach Media Literacy?

So the challenge is there. The curriculum has been established; the outcomes and expectations are in place. Now the question remains, "Where can I find resources to teach Media Literacy?".

There are a variety of organizations across Canada that provide support and resources. One central resource that will give you a great deal of information about media literacy is the Media Awareness Network, a Canadian not-for-profit organization dedicated to media literacy in the home, school and community. It's supported by teacher's organizations all across the country and offers over 300 practical teaching units that encourage critical thinking about the media. You can reach them at www.media-awareness.ca.

As well, Concerned Children's Advertisers (CCA) is a non-profit organization, consisting of 26 Canadian companies, supported by over 40 partner companies, including child-centered advertisers, broadcasters and agencies. To extend the learning potential of these commercials beyond their 30 and 60 second spots, CCA has created a comprehensive program called, *TV&ME*, that provides teachers and parents with tools to teach children not only media literacy skills, but life skills as well, so they are better equipped to address issues such as substance abuse prevention, child abuse prevention, self esteem for both boys and girls, active living, bullying, and media literacy.

Since 1990, Concerned Children's Advertisers has produced over 35 child-directed public service messages that speak to children about these very issues, and are broadcast daily on television stations across Canada. These commercials, which children know by heart, serve as the foundation for *TV&ME*, so that teachers and parents can speak to children about making wise media and life choices in a fun, engaging and familiar way.

What is TV&ME?

TV&ME for Educators is a comprehensive, bilingual, child-centered Canadian program, written by a Canadian educator that has already been delivered to almost 4,000 educators and 1,000 parents across Canada.

A recommended resource for Language by the Western Canadian Protocol, *TV&ME for Educators* provides free, comprehensive, skill-building lesson plans, resources and practical learning tools for K-9 teachers to deliver learning expectations in media literacy and healthy life skills, as well as free, interactive workshops to help teachers understand and implement *TV&ME* classroom materials. The activities for children are fun and stimulating, wrapped around the powerful messages that they already know from CCA. The program also provides critical thinking and positive decision-making activities that use the media itself as a communicator.

TV&ME for Educators will help teachers address learning outcomes by providing students with the opportunity to step behind the screen and see the exciting world of media from a whole new angle!

TV&ME for Parents is a separate program for parents that compliments the teacher program by providing tips, tools and strategies to help parents work with their children to become media and life wise. It is a valuable resource for Parent Councils, groups or individual parents looking for practical support. The program is provided via free, interactive workshops to help you work with your children to become critical viewers. It also provides an opportunity to connect the learning that goes on in the classroom with the everyday use of media in your homes. With *TV&ME for Parents*, you are introduced to the concept of media literacy and are given tools to help your children learn to 'watch carefully, think critically and navigate safely.'

How Can I Get TV&ME?

Thanks to the generous contribution of Corus Entertainment, complimentary copies of *TV&ME for Parents and Educators* are available free of charge, in both official languages upon attendance at *TV&ME*'s free, interactive training workshops. For information on how to access valuable, tips, tools and strategies to help children to be 'media and life wise,' please contact Linda Millar, Director of Education, CAA, Tel: 613-833-3205 or e-mail ibmillar@magma.ca. As well, all of our *TV&ME* materials are provided on our web site at www.cca-kids.ca.

In closing, since Canadian children reportedly spend approximately 15 hours and 18 minutes a week watching television, and almost 6.5 hours per day engaged in some form of 'multi-tasking' communication, it is essential that we teach them the skills to make their media time as informed, balanced and healthy as possible and what a wonderful way to connect with our children on an important issue they are already clearly fascinated by.

Linda Millar is Director of Education, Concerned Children's Advertisers.

Section 43 of the Criminal Code

Spanking Children "Bad" But Not Criminal

In a unanimous judgment, the Ontario Court of Appeal has upheld a provision of the Criminal Code permitting parents and teachers to use "reasonable" force in disciplining children. The effect of the provision is to provide a defence to parents and teachers against a charge of criminal assault.

The provision reads: *43. Every schoolteacher, parent or person standing in the place of a parent is justified in using force by way of correction toward a pupil or child, as the case may be, who is under his care, if the force does not exceed what is reasonable under the circumstances.*

Section 43 permits only force that is "reasonable under the circumstances," and therefore does not permit forms of punishment that are injurious or abusive. Spanking is generally considered non-abusive; it is defined as "the administering of one or two mild 'smacks' with an open hand, on the buttocks or extremities which do not cause physical harm."

The case before the Court of Appeal involved an application by the Canadian Foundation for Children, Youth and the Law to declare s.43 in violation of the *Charter of Rights and Freedoms*. Instead of pointing to a specific incident, the Foundation filed extensive expert evidence regarding the harmful effects of corporal punishment on children, especially teenagers and children under two. It argued that by permitting harmful forms of discipline, s.43 violated the right of children under the Charter to life, liberty and security of the person (s.7), to freedom from cruel and unusual punishment (s.12), and to equality under the law (s.15). In particular, s.7 provides: "Everyone has the right to life, liberty and security of the person and the right not to be deprived thereof except in accordance with the principles of fundamental justice."

Judge David McCombs of Ontario's Superior Court dismissed the Foundation's application. Noting significant agreement among the experts, McCombs found that, while corporal punishment ranges from ineffective to harmful, the effect of criminalizing all forms of physical discipline would be to harm families and hinder parental and teacher efforts to nurture children. In McCombs' view, the preferable approach was to develop educational and social programs which endeavour to change attitudes about corporal punishment rather than extending the reach of the criminal law. This was also the strategy adopted by the United Nations and a number of European countries. Moreover, McCombs observed, "[w]ithout s.43, other forms of restraint would be criminal, such as putting an unwilling child to bed; removing a reluctant child from a classroom who refused to go, or placing an unwilling child in a car

A Powerful Account of Teaching Life in Rural Newfoundland in the 1950's

BY ANGELA COLLINS

Learning by Heart is a poignant account of "the teaching life" in isolated communities in pre- and post-Confederation Newfoundland, a fine blend of personal and social history in which the Newfoundland setting is a strong presence throughout, a detailed backdrop for the book's convincing realism. The thematic range of the stories is impressive; they are always engaging and sometimes very moving, never lapsing into sentimentality, melodrama, or easy nostalgia. There is a fine balance of intimacy and objectivity, compassion and judgement, which makes you trust the narrator's perceptions and insights into the complexities of human emotion and behaviour.

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seat." McCombs concluded that s.43 complied with ss.7, 12 and 15 of the Charter and ought to be upheld.

On behalf of the Court of Appeal, Judge Steven Goudge upheld McCombs' ruling. Emphasizing Parliament's commitment to addressing physical discipline through non-criminal means, Judge Goudge held that the legislative purpose of s.43 is "to permit parents and teachers to apply strictly limited corrective force to children without criminal sanctions, so that they can carry out their important responsibilities to train and nurture children without the harm that such sanctions would bring to them, to their tasks and to the families concerned."

Goudge acknowledged that s.43 engaged the child's security interests under s.7 of the Charter; indeed, he observed, "the government has clearly and properly concluded that [physical punishment] is bad." At the same time, he held, the provision did not infringe the child's security in a way that violated the "principles of fundamental justice," as s.7 requires. This was because, in accordance with s.7, the child's security was balanced against the State's interest in not criminalizing certain types of conduct. In arriving at this conclusion, Goudge rejected the Foundation's arguments regarding the meaning of the term "fundamental justice". Thus, Goudge held, it could not be a principle of fundamental justice that all members of society are protected from invasions of their physical security. In exempting from criminal sanction uses of force that are "reasonable in the circumstances," s.43 went no further than was necessary to accomplish Parliament's objective.

Having rejected the Foundation's s.7 argument, Judge Goudge turned briefly to the issues of cruel and unusual punishment (s.12) and equality rights (s.15). The child's right to be protected against cruel and unusual punishment, Goudge noted, applied only to forms of treatment that were imposed by the State. As for any violation of s.15, Goudge was prepared to assume that s.43 discriminated on the basis of age; however, he held that any such discrimination was justified under s.1 as a reasonable limit on Charter rights.

In the result, the three-member panel of the Court of Appeal unanimously dismissed the Foundation's appeal and upheld s.43 of the Criminal Code.

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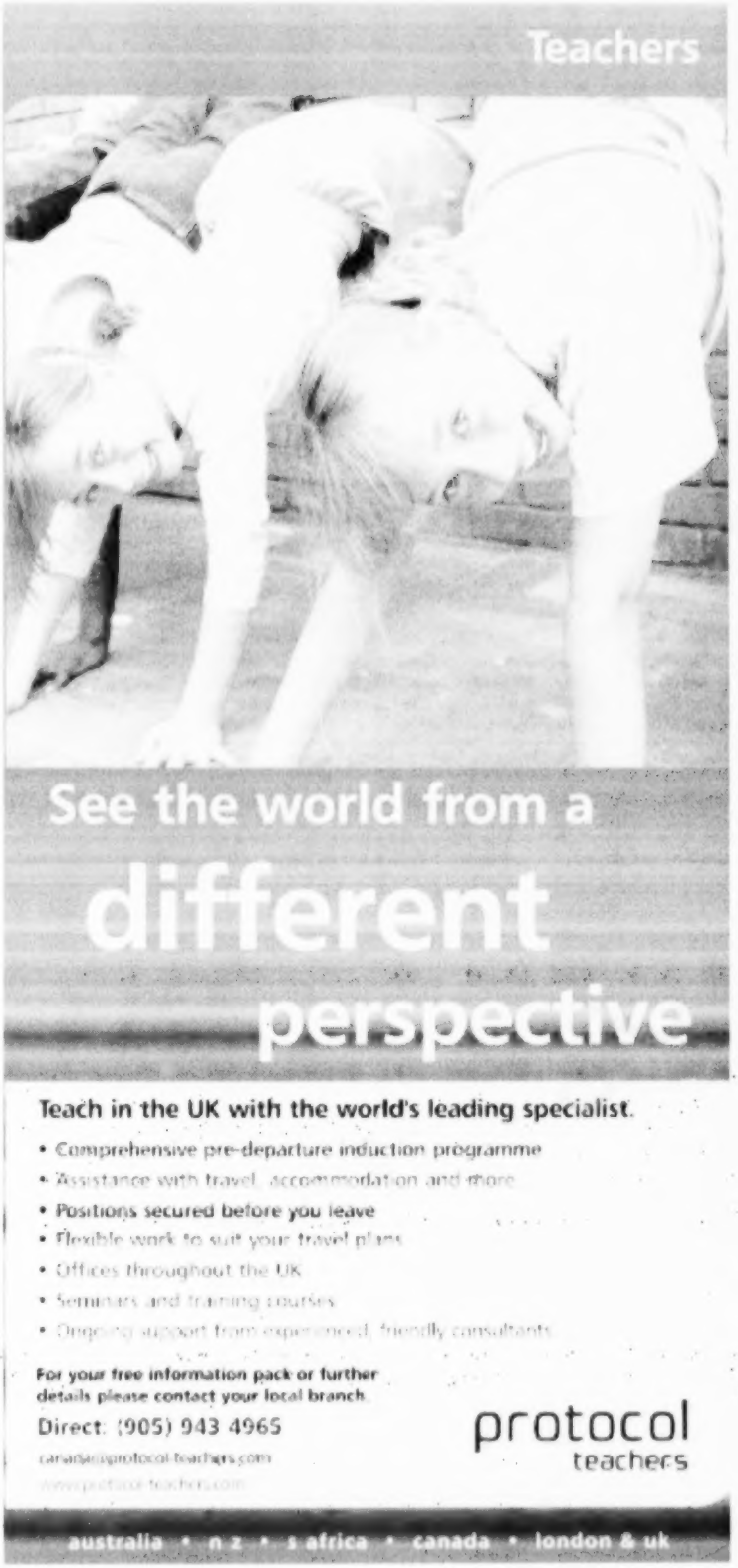
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NLTA Equity Issues
Programs for Students

Below are quotes from proposals, acceptance letters or project reports on some of the interesting and very valuable learning experiences that have been provided through the NLTA's Student Equity Program.

If there is a group in your school or your Branch who might qualify for an equity project, you should consider applying.

"We are pleased to support three female students (one from each of the high schools in the Rushoon-Terrenceville Branch) and an accompanying teacher to attend the national conference for the advancement of Women in Engineering, Science and Technology in St. John's, NF. We support the goals as outlined in your proposal – to expose high school girls to careers in the field of science and technology; to provide opportunities for interaction with successful women in this field; and to provide opportunities to learn more about women's contributions in the fields of science and technology."

Macdonald Drive Elementary has an enrollment of more than 500 students and nearly a tenth of these being ESL students from many different countries and cultures. Some of these children have grown up in refugee camps and never received formal education. Many have experienced the trauma of war. Some are children for whom survival is a daily task and who are now trying to adjust to the routines and expectations of our culture. The Student Equity Program was pleased to award a grant to this school to help address the particular needs of immigrant children.

"Due to our geographical isolation, students at our school do not have the opportunity to have classroom visits from different professions or different post-secondary institutions. If students in Grade 7 can see the possibilities that exist now they will be more likely to form goals and work hard to achieve them". – All Saints All-Grade School, Grey River

"I would like to thank your Committee for the financial help in establishing an Equity Program at St. Agnes School."

"On behalf of the students, parents and staff of Morris Academy, thanks to the NLTA Student Equity Program for supporting our anti-bullying project in assisting with the 'I Care Day'. Several follow up activities have been planned to reinforce the concepts introduced. A special task committee has been formed."

A maximum of $4,000 will be dedicated annually from the Centennial Fund for an NLTA equity program for students, to include up to four projects, each to receive a maximum of $1,000.

Guidelines for Proposals

1. (a) Schools are invited to submit proposals to the Equity Issues in Education Committee, c/o the NLTA Professional Development Division.
   (b) The deadline for the submission of proposals for the Student Equity Program is **April 30**. Proposals for projects to be carried out up to August 31 of that school year will be received and considered up to April 30 as long as funding is still available.

2. All proposals must contain a budget and detail the workshop's organization (topics, timelines, participants, speakers/facilitators, etc.).

3. After reviewing proposals, the Equity Issues in Education Committee will make decisions and inform schools of the grant to be available to them through the Professional Development Division.

4. The organization of the activity is to be undertaken primarily at the school level, with assistance from the Administrative Staff Consultant to the Equity Issues in Education Committee (Beverley Park) upon request. The Equity Issues in Education Committee should not be expected to deliver programs approved by Committee.

5. A report of activities, based on student and teacher evaluations, must be submitted. Monies will only be paid to the host organizing group once the activity is completed and all receipted expenses submitted.

NLTA Contact Person:
Beverley Park
Administrative Officer
Professional Development
1-800-563-3599 (toll free)
726-3223 (locally), ext. 244

RESOURCES

Editor's Choice for Resources on the Web

Social Studies

members.aol.com/MrDonnHistory/States.html (useful for Jr. High Social Studies)
kids.infoplease.lycos.com/index.html
www.canadiangeographic.ca
www.50states.com/
www.nystromnet.com/lessonsandtips.html

French

www.ivic.qc.ca/jeunes/home.html (lots of activities)
library.thinkquest.org/12447/ (Beginner French lessons/vocab)
globegate.utm.edu/french/ (French links)
polyglot.lss/wisc.edu/lss/lang/french.html (list of francophone sites)

Science

www.nationalgeographic.com
www.planetguide.net (guide to planet earth)
www.education.nasa.gov
www.geosurv.gov.nf.ca/education (the geology of Newfoundland & Labrador)
www.wildeducation.org (allows students to monitor migrating species and their habitats)

Language Arts

www.media-awareness.ca/eng/med/class/teamedia.htm (Media Literacy)
members.home.net/teachenglish/english.html (The English Teachers Webpage)
www.cc.emory.edu/ENGLISH/classes/Shakespeare_Illustrated/Shakespeare.html
www.stemnet.nf.ca/curriculum/literature.shtml (English Literature sites)

Music

www.zentao.com/guitar/guitar-lessons.html (guitar lessons online)
www.nyphilkids.org/main.phtml (New York Philharmonic)
www.stagekids.com/ (musical theatre kits)
http://elwood.pionet.net/~hub7/difftext.html (info on how music makes a difference)

Physical Education

http://pe.central.vt.edu/ (physical education lesson plans and ideas)
www.sports-media.org/

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NLTA

HATS OFF!

Have you recently won an award, or know of a teacher who has been recognized for their contribution to the education of children in Newfoundland and Labrador?

If so, we'd like to hear from you. Please send information on the award as well as a profile of the award winner to:

Lesley-Ann Browne
Editor,
The Bulletin
NLTA
3 Kenmount Rd.
St. John's, NF,
A1B 1W1
Fax: 709-726-4302
E-mail: labrowne@nlta.nf.ca

If possible, please include a photo of the award winner. All photos will be returned.

SAFE SCHOOLS – SAFE COMMUNITIES CONFERENCE
April 17-18, 2002
Clarenville Middle School, Clarenville. For information or to register online visit www3.nf.sympatico.ca/clarenville_cp or www.k12.nf.ca/vista. For further information contact Derek Elliott, Tel: 709-466-3401, ext. 245 or Peggy Hann, Tel: 466-3401, ext. 239.

HUMANITIES SIC CONFERENCE (IN CONJUNCTION WITH HOME ECONOMICS)
April 18-20, 2002
Airport Inn, St. John's. Theme: *Nurturing Tomorrow's Citizens Today*. Contact: Jed Butt, Tel: 709-364-1522 (s), 709-364-2848 (h), Fax: 709-364-1871, E-mail: gbutt@panther.k12.nf.ca.

SUBSTITUTE TEACHERS' SIC ANNUAL GENERAL MEETING
April 27, 2002
Education Building, Memorial University. Contact Steve Day, Tel: 709-753-9768.

BREAKTHROUGH STRATEGIES TO TEACH AND COUNSEL TROUBLED YOUTH™ WORKSHOP
May 2-3, 2002
Mount Peyton Hotel, Grand Falls-Windsor. During the two-day workshop, participants will learn 200 strategies to help deal with challenging students. Contact Keith Adey, Tel: 709-489-5796.

SCHOOL ADMINISTRATORS' COUNCIL ANNUAL CONFERENCE & AGM
May 29-31, 2002
Terra Nova Golf Resort, Port Blandford. Theme: *Finding the Balance*. Contact Rick Thorne, Tel: 709-547-2379, Fax: 709-547-2549, E-mail: rthorne@stemnet.nf.ca.

SUMMER INSTITUTE FOR TEACHERS OF CANADIAN HISTORY
July 7-14, 2002
St. John's. *Stepping into History, Strategies for Bringing History Alive!* Located at Memorial University, this institute will focus on providing 40 elementary and middle grade school teachers from across Canada with hands-on training in the use of selected programs and activities that integrate history education into their classroom plans. Participants will benefit from the rich historical setting of Newfoundland, and a first-hand look at Historica's National Heritage Fair programme running in tandem with the Institute. For more information, Tel: 1-800-567-1867, or apply online at www.histori.ca.

LABRADOR WEST, LABRADOR CITY AND WABUSH COME HOME YEAR
July 20-27, 2002
A number of activities have already been planned with more to follow. Visit the web site at www.labwest2002.net and make plans to attend this great event.

Dates/Deadlines

April 2002

Apr 1	Deadline: Johnson Bursary Applications
Apr 15	Deadline: Notice of postponement of Deferred Salary Leave or withdrawal from DSLP
Apr 19-20	NLTA Executive Meeting
Apr 30	Deadline: Deferred Salary Leave Applications
Apr 30	Deadline: Year-end resignation from contract

May 2002

May 7	Deadline: Notification by Board of layoff
May 12-18	Branch Election Week
May 16	Deadline: Professional Development Fund applications

Positive Playgrounds: Putting the "Play" back into playgrounds!

Positive Playgrounds Program Manual and Comprehensive Resource of Outdoor and Indoor Games gives you all the tools you'll need to implement and teach K-6 students traditional and cooperative games that encourage positive social skills and physical fitness. Easy, step-by-step program instruction and over 180 games. Rave reviews from administrators, teachers, parents and students!

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